

Indicator 2: Dropout Rates

Percent of youth with IEPs dropping out of high school.

Baseline set FFY 2013

| FFY | Measurable and Rigorous Targets |
|-----------------------------------|--|
| 2013 (2013-2014) | Baseline year 28.1% |
| 2014 (2014-2015) | |
| 2015 (2015-2016) | |
| 2016 (2016-2017) | |
| 2017 (2017-2018) | |
| 2018 (2018-2019) | |

Indicator 3A .2 - Annual Measurable Objectives (AMOs)

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.

Baseline FFY 2013

| FFY | Measurable and Rigorous Targets |
|-----------------------------------|--|
| 2013 (2013-2014) | Baseline |
| 2014 (2014-2015) | |
| 2015 (2015-2016) | |
| 2016 (2016-2017) | |
| 2017 (2017-2018) | |
| 2018 (2018-2019) | |

Indicator 4A: Suspension and Expulsion

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.

Baseline FFY 2013 0%

| FFY | Measurable and Rigorous Targets |
|-----------------------------------|--|
| 2013 (2013-2014) | 0% |
| 2014 (2014-2015) | |
| 2015 (2015-2016) | |
| 2016 (2016-2017) | |
| 2017 (2017–2018) | |
| 2018 (2018–2019) | |

Indicator 5: School Age LRE

Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

Baseline Data FFY 2004

- A. Removed less than 21% of the day 48.0%
- B. Removed greater than 60% of the day 17.8%
- C. Served in separate schools, residential placement, or home/hospital 2.7%

| FFY | Measurable and Rigorous Targets | | |
|------------------------------|---------------------------------|-------------------------|----------------------------|
| | Measurement 5A ≥ 80% | Measurement 5B < 40% | Measurement 5C Separate |
| Baseline 2013 (2013–2014) | 63% | 15% | 2% |
| 2014 (2014–2015) | | | |
| 2015 (2015–2016) | | | |
| 2016 (2016–2017) | | | |
| 2017 (2017–2018) | | | |
| 2018 (2018–2019) | | | |

Indicator 6: Preschool LRE

Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

Baseline Data FFY 2011

The table below displays the baseline data for Indicators 6A and 6B and the total number of children aged 3–5 (including five year olds in kindergarten) reported on the October 1, 2011, child count.

| FFY 2011 (2011–2012) | Indicator 6 Baseline Data | |
|--|---------------------------|---------------|
| | 6A | 6B |
| Number of children aged 3–5 reported for 10/1/11 Child Count | 15,235 | 15,235 |
| Number of children | 7,315 | 7,029 |
| Percentage of children | 48.01% | 46.14% |

| FFY | Measurable and Rigorous Targets | |
|-------------|---------------------------------|--------------|
| | Indicator 6A | Indicator 6B |
| 2013 | | |
| 2014 | | |
| 2015 | | |
| 2016 | | |
| 2017 | | |
| 2018 | | |

Indicator 7: Preschool Outcomes

Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Baseline Data FFY 2011

The table below displays the number and percentage of preschool children who exited in FFY 2011 in each progress category and the results of the summary statement calculations.

| FFY 2011 | Positive Social-Emotional Skills | | Acquiring and Using Knowledge and Skills | | Taking Appropriate Action to Meet Needs | |
|--|----------------------------------|---------------|--|---------------|---|---------------|
| | # of children | % of children | # of children | % of children | # of children | % of children |
| a. Children who did not improve functioning | 205 | 5.8 | 174 | 4.9 | 272 | 7.7 |
| b. Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers | 528 | 15.0 | 522 | 14.8 | 433 | 12.3 |
| c. Children who improved functioning to a level nearer to same-aged peers but did not reach it | 738 | 20.9 | 805 | 22.8 | 610 | 17.3 |
| d. Children who improved functioning to reach a level comparable to same-aged peers | 1,121 | 31.8 | 1,227 | 34.8 | 1,148 | 32.6 |
| e. Children who maintained functioning at a level comparable to same-aged peers | 933 | 26.5 | 797 | 22.6 | 1,062 | 30.1 |
| Total | 3,525 | 100.0% | 3,525 | 100.0% | 3,525 | 100.0% |
| Summary Statements | | | | | | |
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | 71.7 | | 74.5 | | 71.4 |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | 58.3 | | 57.4 | | 62.7 |

| Measurable and Rigorous Targets | | | |
|--|----------------------------------|--|---|
| FFY 2013 | Positive Social-Emotional Skills | Acquiring and Using Knowledge and Skills | Taking Appropriate Action to Meet Needs |
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | | |

| FFY 2014 | Positive Social-Emotional Skills | Acquiring and Using Knowledge and Skills | Taking Appropriate Action to Meet Needs |
|--|---|---|--|
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | | |
| FFY 2015 | Positive Social-Emotional Skills | Acquiring and Using Knowledge and Skills | Taking Appropriate Action to Meet Needs |
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | | |
| FFY 2016 | Positive Social-Emotional Skills | Acquiring and Using Knowledge and Skills | Taking Appropriate Action to Meet Needs |
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | | |
| FFY 2017 | Positive Social-Emotional Skills | Acquiring and Using Knowledge and Skills | Taking Appropriate Action to Meet Needs |
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | | |
| FFY 2018 | Positive Social-Emotional Skills | Acquiring and Using Knowledge and Skills | Taking Appropriate Action to Meet Needs |
| 1. Of those children who entered or exited the program below age expectations, the percent who substantially increased their rate of growth by the time they exited. | | | |
| 2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited. | | | |

Indicator 8: Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Baseline Data FFY 2005 44.9%

| FFY | Measurable and Rigorous Targets |
|-----------------------------------|--|
| 2013 (2013-2014) | |
| 2014 (2014-2015) | |
| 2015 (2015-2016) | |
| 2016 (2016-2017) | |
| 2017 (2017–2018) | |
| 2018 (2018–2019) | |

Indicator 14: Post School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Baseline Data FFY 2011

| FFY 2011 (2011–2012) | Indicator 14 Baseline Data | | |
|----------------------------------|-----------------------------------|--------------|--------------|
| | 14A | 14B | 14C |
| Number of respondent leavers | 371 | 849 | 1048 |
| Percentage of respondent leavers | 26.1% | 59.7% | 73.6% |
| Total respondents | 1423 | | |

| FFY | Measurable and Rigorous Targets | | |
|-----------------------------|--|------------------------|------------------------|
| | Measurement 14A | Measurement 14B | Measurement 14C |
| 2013 (2013–2014) | | | |
| 2014 (2014–2015) | | | |
| 2015 (2015–2016) | | | |
| 2016 (2016–2017) | | | |
| 2017 (2017–2018) | | | |
| 2018 (2018–2019) | | | |

Indicator 15: Resolution Session Effectiveness

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Baseline Data FFY 2013 69.6%* preliminary data**

| FFY | Measurable and Rigorous Targets |
|-----------------------------------|--|
| 2013 (2013-2014) | Baseline 69.6%***** |
| 2014 (2014-2015) | |
| 2015 (2015-2016) | |
| 2016 (2016-2017) | |
| 2017 (2017–2018) | |
| 2018 (2018–2019) | |

Indicator 16: Mediation Agreements

Percent of mediations held that resulted in mediation agreements.

Baseline Data FFY 2013 74%**preliminary data**

| FFY | Measurable and Rigorous Targets |
|-----------------------------------|--|
| 2013 (2013-2014) | Baseline Data 74%**** |
| 2014 (2014-2015) | |
| 2015 (2015-2016) | |
| 2016 (2016-2017) | |
| 2017 (2017-2018) | |
| 2018 (2018-2019) | |